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2. This group was particularly responsive in discussions. Although some of the "guest lecturers" have not adjusted adequately to the shift from lecture-and-questions to directed discussion, we have made long strides toward this goal, and during much of the course we justified the use of the word "Seminar."

3. The physical setting in which this course took place was the best yet. Having obtained through the space allocation people the use of former classroom 1D-0401, and having reacted with some revulsion to the prospect of spending three weeks looking at a wall which suggested that a firing squad had used it, we found nearby a handsomely equipped Conference Room which belongs to the Office of Research and Development of the JEP Directorate, and negotiated with their front office to use the Conference Room when it was not needed. We have repeatedly expressed the appreciation of the Office of Training for ORD's hospitality, and we hope that this excellent facility will be made available to us again for the [REDACTED] Course which begins on 11 May. I don't think it is unimportant to note that a carpeted room with conference table, leather chairs, blackboard, and windows with draperies contributes much to the atmosphere of warmth and informality which we seek to establish where the size of the class permits.

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4. For a number of reasons, including my detached duty to the Midcareer Faculty for half a year, there was a twelve month interval between this [REDACTED] and its predecessor. There were a number of changes in this Course, the more significant being the following:

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a. The course schedule, like that of the [REDACTED] has been redesigned. It now carries a "Foreword" which replaces the rather inadequate statement of "student objectives." The presentations are portrayed by full scopes, rather than one line titles. In almost all cases the scopes were drafted jointly by the guest speakers and the Chief Instructor. While this system is not infallible, it tends to establish an agreement on what will be presented, it provides an outline for the guest, it eases somewhat the ever present problems of duplication and overlap, it gives the student a clearer idea of what he is about to experience, and it converts the schedule into a more valuable piece of promotion material, capable, we have already learned of stimulating increased interest in the course.

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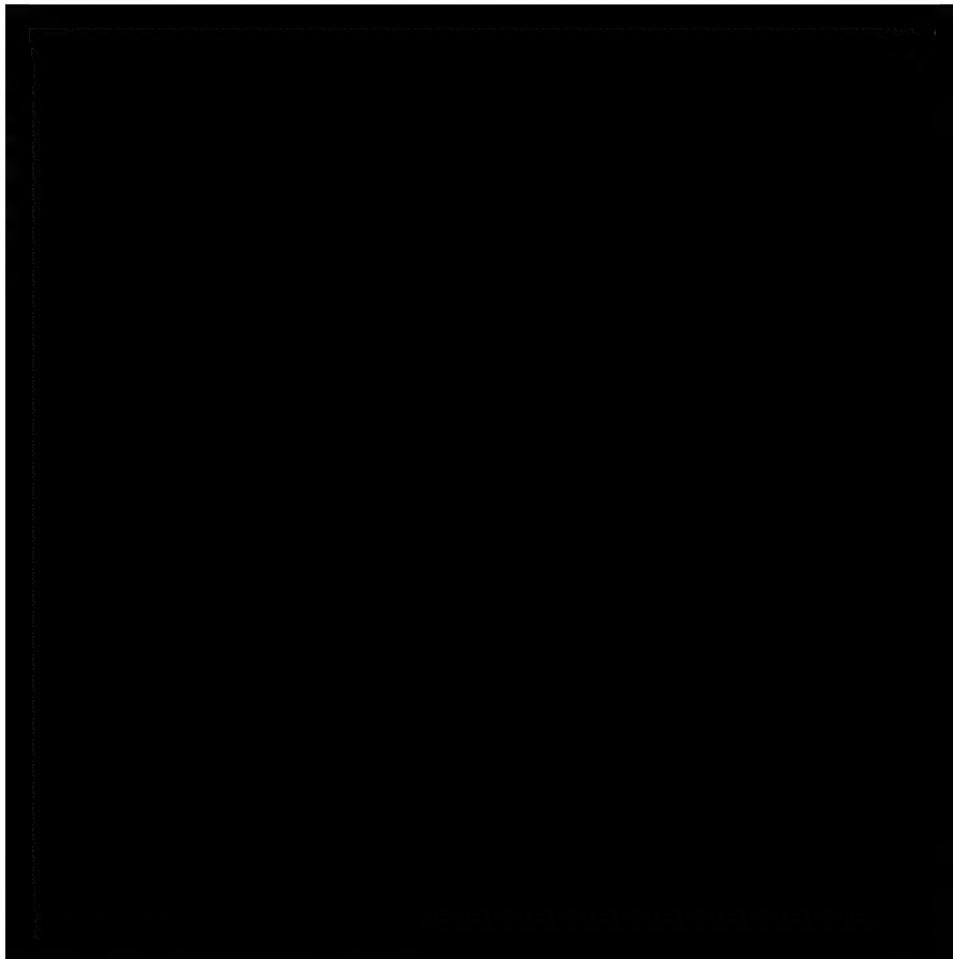
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Observations and Conclusions

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[REDACTED] Course I have experienced during my tour.
Yet in many ways it can be improved.

6. For one thing, more discussion between the students and the Chief Instructor should be built into the schedule. This is both their opinion and mine. I spent about 11 of the 60 hours alone with them, but it is not enough. The following considerations apply to this belief: the more opportunity the students have to participate actively in discussion, the more they want to do so. The guest speakers don't always make this easy. Perhaps there should be a greater emphasis placed on

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on problem solving. Written case studies, based on actual operations, which include problems faced and solutions attempted would be useful. Each case could be discussed at length by the class with the instructor. [REDACTED] is presently trying to prepare such studies, and his work may prove most useful to us. Nevertheless, there are problems with this approach. The discussion of cases is time consuming, and while there is value in it, and the students will enjoy it, it is a rather cumbersome way to impart a limited amount of information. To be statistically arbitrary, let us say that a speaker, allowing interruptions, can present a problem, lines of action, and some conclusions in a half-hour; but it may take two or three hours for group discussion to cover the same ground. My only conclusion, having tried a bit of this in the past, is to try again. Maybe it can be made worthwhile. Relative to this, I cannot resist one gratuitous comment on student behavior. Many students reveal a miraculous inability to draw inspiration and professional advice from a guest speaker's brilliantly presented case history. How often have we heard the comment: "But all he told us was what they did."

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7. It may be that the Chief Instructor should take over one or two of the presentations which are now made by guest speakers.

8. There are several valuable sessions in the [REDACTED] which may always seem a bit weak, either because they do not lend themselves to charismatic presentation, or because the most knowledgeable persons are not good speakers. The only thing to do is schedule them between stronger presentations.

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9. I have suggested to [REDACTED] that some improvement can be made in the course reading. In addition to reviewing the materials currently in use, it might be desirable to prepare a reading schedule geared to the progress of the course, day by day, or phase by phase.

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11. The [REDACTED] has come a long way. It can be improved endlessly in the future. It should never be given twice the same way, for the [REDACTED] art is not static, and the collection of experienced officers available to us is ever changing. 25X1A

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[REDACTED]
Chief Instructor

Attachment:

Course Schedule

Distribution:

Orig. - DTR
1 - DDP/TRO
1 - C/OS/TR
2 - HI/OS/TR

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